Guided Reading Lesson Plan

**Text: The cross-country race PM Green Set A Level: 14**

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| **High Frequency Word Review** | come, before, run, cross, country |
| **Easy Reading** | Use the last book from the previous session.   * Help students to work out unknown words from meaning: “What would make sense there? What would look right and sound right?” * Get students to check any errors: “Did that make sense?” “You said \_\_\_\_\_\_\_\_\_ . Does that look right?” “Can we say it that way?” * Get students to reread parts for fluency and phrasing. |
| **New book** | **Orientation**:   * The title of this book is “The cross-country race”. When we think about the title and look at the picture on the front cover what predictions do we have about what this book might be about? Who might be in the story? * **Brief Overview:** This book is about Mrs Hill’s class and their training for a cross-country race. A cross-country race is where you run outside but not on a track - instead you go “across country”. Some of the students in Mrs Hill’s class are Tim, Michael and Anna. When they run the race, Michael falls over and hurts himself, Tim stops to help him, and Anna keeps running and wins the race. * (P2/3) At the beginning of the story, the class is warming up their bodies for a run. * (P4/5) This page is like a map, showing where they run when they practice. * (P6/7) This is a picture of Tim, Michael and Anna running. Which is which? * (P8/9) These pages show the day of the big cross country race. * (P10/11) Tim, Michael and Anna are running behind the trees. * (p12/13) Michael has fallen over. Who has seen him? * (p14/15) What has happened to Michael? * (P16) What do you think Tim is feeling like now? What about Anna?   **Introduce new words and concepts**: high frequency words  **Finding words using initial letters** after articulating clearly. What can you hear in the middle, at the end of...?  **Prompt children to practise strategies.**  **Each child reads the text independently.**   * Reinforce where children used reading strategies & prompt for strategies as needed.   **Comprehension Questions** |
| **New high frequency words** | Positional language: over, behind, up, by, round, past, across |
| **Letter /Sound**  **identification** |  |
| **Phonological awareness** | * “ou” sound - ground, round (possibly contrast with “country”). |
| **Other teaching focus** | * Use of the map/diagram on pages 4/5 |
| **Group/ Names of students** |  |
| **Comments** |  |

Comprehension Questions for “The cross-country race”

Factual:

1. What does Mrs Hill have the children do before they start running? (“warm up” page 2)
2. Where do the children run every day? (over the grass, up the hill, behind the trees, by the fence, round the fort, past the school, across the playground and all the way back to the start, pages 4/5)
3. Who comes to the cross country race apart from Mrs Hill? (other students, parents and siblings, Mr James, pages 8/9)
4. Who was winning the race before Michael fell over? (Tim, page 10)

Inferential (Explain your answer)

1. Why did Tim see Michael on the ground but Anna didn’t? (pages 12/13)
2. Why did the two boys walk back slowly to the start? (page 14)

Interpretive

1. How does the illustrator show that the children are running fast? (White streaks, but also bent legs, leaning forward)

Critical/Evaluative

1. What do you remember from your school’s cross country races?
2. Do you think you would stop to help Michael? Why?
3. Why do you think that Tim is a better runner than Michael and Anna?